

**Title:** Our Community

**Primary Subject Area:** Social Studies  
Cultural Landscapes

**Grade Level:** 4

**Overview:**

In this lesson, students will learn about our town's history and see how their families fit into that history.

**Approximate Duration:** Four 45-minute periods

**Louisiana Framework**

**Foundation Skills:**

Communication  
Resource Access and Utilization  
Linking and Generating Knowledge  
Citizenship

**Benchmarks:**

**Social Studies**

H-1A-E1, H-1A-E3, H-1B-E1, H-1B-E2, H-1D-E2,

**Use of technology**

ELA-5-E2, ELA-5-E3, ELA-5-E4

**Interdisciplinary Connections:** History, Language Arts, Art

**Objectives:**

- 1.) TLW identify architectural designs of local houses.
- 2.) TLW use primary and secondary historical sources to learn about past.
- 3.) TLW compare pictures of our community today to those from years past to determine how our town has grown and changed.
- 4.) TLW compare current historical photographs describing social and economic impact.

**Materials:**

Map of your town  
Pushpins  
PowerPoint of town pictures  
Pictures from the past  
Digital camera  
Floppy disks

**Technology Connection:**

**Hardware:** Computer, Television

**Software:** *Inspiration, PowerPoint, Time Liner*

**Web Sites:**

<http://www.mtsu.edu/~then/Architecture/page20.html>

<http://www.lcet.doe.state.la.us/laintech/time.htm>

<http://www.lcet.doe.state.la.us/laintech/postcard2.htm>

<http://www.crt.state.la.us>

<http://memory.loc.gov/ammem/amhome.html>

### **Background Information:**

In previous lessons, students have interviewed relatives to find out how their families became a part of our town.

### **Lesson Procedures:**

#### **Day 1**

- Post the map of Franklin Parish and ask a student to mark Winnsboro with a pushpin.
- Using *Inspiration*, brainstorm with the students and list as many cultural and physical characteristics of our town as possible. For example: farming, hunting, fishing, gazebo, Flag Town, Princess Theatre, baseball parks, Memorial Park. (Ask students to bring items that represent our town and make a culture center to display the items in the classroom.)
- TTW use Power Point to present pictures and documented facts about the history of our community. Let students attempt to identify pictures and tell what they know about various buildings of the community.
- Explain to students that details of photographs can tell you many things.
- Model photograph analysis using a picture from the past.
  - \* Read a photograph the same way you would read a book-- left to right and top to bottom
  - \* Look at the picture up close (maybe with a magnifying glass), then hold it further away.
  - \* Cover up part of the picture to focus in on one area.
  - \* Some possible questions to answer are:  
What questions does the photograph raise?  
What is missing from the photograph?  
What would you hear or smell?
- Pair students up and give each group a picture to analyze. Write down your observations of the picture, not your conclusions. For example, if you see snow on the ground, write down snow. Don't write winter because you do not know that it is winter. That is a conclusion.
- Allow sufficient time for analysis, then have students share their results with the class.

#### **Day 2**

- The class will take a Walking Tour of the town guided by the Main Street Project Coordinator. Students will be given a prepared organizer of categories to focus their attention on.
- Students will make notes of dates and facts, as well as take pictures of designated buildings to use later in class.
- When the class returns to the classroom, the students will record in their journals some of the things they learned while on the tour. Volunteers will be asked to share their journal entries.

**NOTE:** Using the classroom computer, students will begin printing the photographs they took on the tour.

#### **Day 3**

- Ask students to review some of the things learned about our town. How did events in the history of the town affect the downtown area?

- Using analysis of old photographs compare and contrast. Draw conclusions from photographs.
- Using the data gathered on the tour and facts recorded in the written history of our town, students will work in cooperative groups to create timeline of the history of our town.
- After they get their timeline make, they will use *Time Liner* to type it up.
- The timelines will be posted around the room

#### **Day 4**

- The teacher will introduce students to the Visual Survey and talk about various styles.
- The teacher will model using the Visual Survey by taking students out to look at the school building and identify structural design of various elements.
- After returning to the classroom, students will be divided into groups. Using pictures taken on the tour and/or prepared pictures, they will use the Visual Survey to identify the architectural design. Students will share their findings orally with the class.

#### **Reproducible Materials:**

Photograph Analysis Guide  
Visual Survey

#### **Assessment Procedures:** Printed Timelines

#### **Exploration and Extension:**

- Using a map of the town, let the students write directions from their home to the school. Pair students up and let one student give the other oral directions to go from his home to school while that student follows the directions. If there are problems with the directions, correct them and try again. Trade out and let each student complete the other task.
- Create a diorama of the original town settlement.
- Students will create a postcard featuring a picture of our town taken on the tour.
- Students will create a travel brochure to advertise our town.
- Students will create a trading card for some well-known person from our town.
- Students will write a thank-you note to the Main Street Project Coordinator.

#### **Resources:** INTECH

Visual Survey: <http://www.mtsu.edu/~then/Architecture/page 19.html>

Timeliner: <http://www.lcet.doe.state.la.us/laintech/time.html>

Postcards: <http://www.lcet.doe.state.la.us/laintech/postcard2.html>

## **Our Town History**

### **Photograph Analysis Guide**

1. Read a photograph the same way you would read a book--left to right and top to bottom.
2. Look at the picture up close (maybe with a magnifying glass), then hold it further away.
3. Cover up part of the picture to focus in on one area.
4. Some possible questions to answer are:

What questions does the photograph raise?

What is missing from the photograph?

What would you hear or smell?

Have your students create their own professional looking brochure about a place they have been to or researched. They should integrate research skills, geography, writing, and creativity into this project.

**Grade Level:** three to five

**Duration:** 90-180 minutes on the computer

**Materials:** research about a country or any place that interests you, pictures of the place you researched, Travel Brochure (pages 103-104)

**Procedure:**

**Before the Computer:**

- \* Have your students use encyclopedias, CDs, trade books, and other media to research a country, region, state, or city to create a travel brochure.
- \* Encourage your students to take notes about their region or country, collect or draw pictures, and find interesting facts during their research.
- \* Have them enter their research on the Travel Brochure pages before working on a computer.

**On the Computer:**

- \* Each student will begin work on a landscape oriented (see File-Page setup) word processing document with two columns.
- \* When using a regular word processing program (such as *ClarisWorks*, *The Writing Center*, *Microsoft Works*, etc.), it is important to remember the order of the categories on the planning sheet since it will not print out correctly unless you use the suggested order. If using a book-publishing program such as *EasyBook*, the program will print out your pages in order without having to create them in order.

**Printing Options:**

- \* Have students print out the first pages of their documents and then have them reinsert their documents into the printer to print the second page on the other side.
- \* Print out both pages separately, mount them on construction paper, and then fold them.
- \* Pictures and maps can be scanned, copied, or created. Each student should try to include at least one map along with good descriptive writing.

**Options:**

- Visit Arizona (or another state).
- Visit the Grand Canyon (or another landmark).
- Experience the Northwest (or another region).
- Come to Greece (or another country).

As a class, you may want to change the components of the travel brochure, based on what you are researching.